

# Texas Lutheran University May 2010 Senior Survey Results

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## Abstract

Since 2008 TLU has administered a senior survey to the May graduates. The May 2010 results are described in this report along with relevant comparisons to May 2008 and May 2009 results. The survey asks students to:

- Provide contact information such as email and postal mail addresses
- Rate their satisfaction with and the importance of TLU services
- Respond to five items from the National Survey of Student Engagement
- Rate the degree to which TLU helped them achieve the IGGs
- Provide post graduation plans such as employment and graduate school information
- Answer a “net promoter’s score” question regarding how strongly they agree or disagree that they would recommend TLU to a prospective student

The resulting data will be used to assess and improve the overall educational experience of our students.

## Background and Methodology

TLU began administering this institutionally focused senior survey in May 2008 as part of the SACS reaccreditation self-study. Since that time, public and federal government pressure to provide transparency and accountability in higher education has steadily increased. While this factor is a compelling reason to perform institutional assessment, the most important one is to provide information that informs strategic decisions that will improve student learning. In addition, the data provided by our students through the senior survey will help us to revise our general education curriculum.

The experience and results from prior survey years led to a few changes in the survey instrument. Instead of asking students to select characteristics that represent TLU’s strengths and areas of needed improvement, the 2010 version moved those choices into the satisfaction and importance rankings. We also added four National Survey of Student Engagement (NSSE) questions to give us data for additional research and to allow the replication of a research project analyzing results of the Collegiate Learning Assessment (CLA) that was done in the 2009-2010 academic year. The goal of the project is to determine what specific activities can be emphasized in our curriculum to improve student learning of higher order thinking skills, such as problem solving, critical thinking and analytic writing.

Another major change was how we kicked the survey off and administered it. Institutional Research participated in the Development department’s Grad Gear Up event to launch the survey. During this event I personally asked each senior that participated to complete the survey and explained how to do so using Jenzabar’s portal system. As in prior years, weekly email reminders were sent to all seniors who had not completed the survey. Participation in the May 2010 senior survey was higher than that of last year. We invited 159 seniors to complete the survey and 127 responded for a response rate of 80%, 5% higher than in 2009. TLU’s new software system greatly enhanced the administration of the survey and the retrieval of the results. As in the past, the survey would not have been possible without the strong support of our IT staff.

## Results

The demographic profile and survey results are shown below. For most survey questions, summary data is shown here with full results provided in the appendix. Appropriate comparison data to the May 2008 and May 2009 surveys is also provided for selected items.

### Demographics

The table below indicates that while our survey respondents are similar in their demographic profile, women responded to the survey at a higher rate relative to their gender proportion in the student body population. In general, women respond to surveys at higher rates than men and our senior survey is no exception. (Sax, August 2003)

Demographics		
	May 2010 Survey Respondents	Spring 2010 TLU Student Population
<b>Gender</b>		
Male	34%	46%
Female	66%	54%
<b>Ethnicity</b>		
White	70%	62%
Non-White	30%	35%
Unknown	0%	3%

In addition, survey respondents had the same average career hours earned at 136, average career GPA of 3.2, and average age of 23 as all graduating seniors.

Below are the top 5 majors of the May 2010 respondents compared with the percent of respondents from the May 2009 and 2008 surveys. The top five majors at TLU have not changed in the past three years. According to the IPEDS data base, this information is consistent across the country. (US Department of Education)

	May 2010 Survey Respondents	May 2009 Survey Respondents	May 2008 Survey Respondents
Business Admin	20%	31%	26%
Biology	13%	11%	13%
Kinesiology	10%	10%	10%
Multidisciplinary Studies	10%	7%	5%
Psychology	13%	7%	10%

### **Satisfaction and Importance of Student Services**

The first survey question asked students to rate their level of satisfaction and importance with various TLU services and products.

**Please indicate your level of satisfaction and importance for the services listed using the following scale:**

#### **Satisfaction**

5 = Very satisfied  
4 = Satisfied  
3 = Neutral  
2 = Dissatisfied  
1 = Not at all satisfied  
0 = No Response

#### **Importance**

5 = Very important  
4 = Important  
3 = Neutral  
2 = Unimportant  
1 = Not at all important  
0 = No Response

The results shown below are the sums of the two positive responses for the top five items. The first table is sorted by highest level of satisfaction, and the second is sorted by highest level of importance. Quality of education was ranked the highest in both satisfaction and importance. TLU faculty members are to be commended for these outstanding results. It is through their efforts that our students receive such a high quality education. The quality of faculty is ranked third in satisfaction and second in importance. The diversity of courses available was ranked 5<sup>th</sup> in both satisfaction and importance. It is apparent to me that these positive rankings could and should be used to “boldly and creatively tell the TLU story.” (TLU, 2010) The appendix has complete results, including the satisfaction and importance matrices as were done last year.

<b>Sorted by Satisfaction</b>	<b>Satisfaction % of Positive Responses</b>	<b>Importance % of Positive Responses</b>
<b>Services</b>	<b>Very Satisfied and Satisfied</b>	<b>Very Important and Important</b>
Class size	94%	90%
Quality of faculty	91%	96%
Quality of education	87%	96%
Admissions services	85%	83%
Diversity of courses in Major	84%	90%

Sorted by Importance	Satisfaction % of Positive Responses	Importance % of Positive Responses
Services	Very Satisfied and Satisfied	Very Important and Important
Quality of faculty	91%	96%
Quality of education	87%	96%
Academic advising	81%	94%
Availability of course in your major	79%	94%
Diversity of courses in Major	84%	90%

### **NSSE Items**

During the 2009-2010 academic year, Mike Czuchry, Tiffany Sia, and I did a longitudinal study of NSSE and CLA results to determine if there were specific activities and practices from the NSSE that had a relationship to CLA results. What activities should we emphasize to increase higher order thinking skills, as measured by the CLA? To explore this question a little deeper, we included the following items with the permission of NSSE.

1. How often have you asked questions in class or contributed to class discussion? (Never, Sometimes, Often, Very Often)
2. How often have you made a class presentation? (Never, Sometimes, Often, Very Often)
3. During the current school year, about how many written papers or reports of between 5 and 19 pages have you done? (None, 1-4, 5-10, 11-20, more than 20)
4. Which of the following have you done during your time at TLU? Check all that apply (Participated in an internship, Performed community service or volunteered in the community, Participated in a learning community or some other formal program where groups of students take two or more classes together?)

Because the scope of this report is limited to the senior survey, the in-depth analysis of the CLA and NSSE is not included here. However, the frequency distributions of responses to these questions within groups of majors are enlightening. All of the groups of majors employ the high impact activities in the questions above. But it is interesting to note that each group has a tendency to use 1 particular practice or activity over the others except for making class presentations. 93% of all respondents regardless of major said they very often or often made class presentations. The complete frequency distribution can be found in the appendix.

## **IGG Attainment**

The next survey question asked:

**To what degree has TLU helped you to achieve the following Institutional Goals for Graduates?**

- 5 = Very Strongly
- 4 = Strongly
- 3 = Adequately
- 2 = Poorly
- 1 = Very poorly

Shown below is a comparison of the positive responses from May 2008 through May 2010.

<b>IGGs</b>	<b>May 2010 Very Strongly and Strongly</b>	<b>May 2009 Very Strongly and Strongly</b>	<b>May 2008 Very Strongly and Strongly</b>
Breadth of knowledge	74%	78%	78%
Depth of knowledge	82%	85%	85%
Understanding of the Christian faith	46%	49%	49%
Awareness and respect for diverse religions, etc.	61%	68%	68%
Write clearly & coherently, read with comprehension	84%	81%	81%
Use basic math skills	59%	64%	64%
Problem solving	81%	80%	80%
Think critically	85%	88%	88%
Commitment to active community service	38%	51%	51%
Integrated ethical perspective and sense of moral purpose	63%	71%	71%
Physical and psychological health and well-being	53%	62%	62%
Will to pursue continued growth	72%	73%	73%

The IGG positive responses for a commitment to active community service and for an understanding of the Christian faith have been consistently low over the past three years. We expect the results for community service to improve in the next year due to service learning and community service programs that have been recently implemented by the Center for Servant Leadership. In the 2010 survey, only 59% of respondents answered positively that they could use basic math skills. Positive responses to this IGG has declined in each year. As we revise our general education curriculum, perhaps this is something we should take into consideration.

## **Post Graduate Plans**

This section of the survey asked about the student's plans after they graduate. They are asked if they will be working immediately after graduation and if they will be using the skills and knowledge acquired from TLU. They are also asked if they have applied to any graduate/professional schools, where they have been accepted, which they will attend, what type of degree they will be seeking and in what area, and any other post graduation plans they may have. When asked where they would be working after graduation, 42 out of

127 respondents or 33% named an employer. Of the 127 responses, 33 or 26% intend to go to graduate school.

Accounting firms, schools, and churches were the three most commonly mentioned employers students listed when asked about post graduation employment.

Texas State University, University of Texas- San Antonio, and University of Texas- Arlington received the most applications for admission to Graduate programs from this graduating senior class. The number of applications sent was 11, 4, and 3 respectively. Texas State University, Trinity University, and University of Texas Medical Branch accepted the highest number applicants, 5, 2, and 2 respectively.

### **Net Promoter's Score**

A net promoter score is a measurement of customer loyalty to a firm, or in our case, a student's loyalty to TLU. Question 6 in the survey asked:

**How likely are you to recommend TLU to a perspective student? Choose one answer only.**

- ☐ Very Likely
- ☐ Likely
- ☐ Neutral
- ☐ Unlikely
- ☐ Not at all likely

Over the past three years the percentage of students who choose likely or very likely to recommend TLU have been fairly consistent, with one of these two choices being selected 82%, 84%, and 88% respectively.

		May 2010	May 2009	May 2008
<b>Very Likely</b>	Count	63	75	92
	% of Responses	50%	56%	59%
<b>Likely</b>	Count	41	37	46
	% of Responses	32%	28%	29%
<b>Neutral</b>	Count	14	13	14
	% of Responses	11%	10%	9%
<b>Unlikely</b>	Count	2	3	3
	% of Responses	2%	2%	2%
<b>Very Unlikely</b>	Count	2	2	2
	% of Responses	2%	1%	1%
<b>No Response</b>	Count	4	4	0
	% of Responses	4%	3%	0%

One of the limitations of asking this type of survey question is the potential bias towards positive responses of only successful students. To test our results for this problem we performed a comparison of means hypothesis test. A comparison of mean GPA within each response category revealed that a student's GPA did not affect how likely they would be to recommend TLU to prospective students. In this case, a comparison of means analysis compares the mean GPA between each answer choice (very likely, likely, etc.) for significant differences. This allowed us to see if a student having a certain GPA made them more likely to rate how likely they would be to recommend TLU more positively or negatively. With a significance level of 0.238, the results

indicate that there is no statistically significant difference in the mean GPAs within any of these response categories.

A correlation matrix was also created using various factors to determine what relationship if any exists between satisfaction with student services and the net promoters score. This analysis indicated that there was a statistically significant relationship between the responses to the net promoter question and the satisfaction with campus cultural events, campus social events, quality of the faculty, quality of their education, and their first year experience. We then did a linear regression to see if these factors could predict the students' responses to the net promoter question. Results of the regression model showed that the first year experience and campus cultural events were not significant for predicting net promoter score responses. However, quality of faculty, quality of education, and campus social events were all significant in the model. To see the details of these analyses please see the appendix.

### **Memorable Courses and Experiences**

We asked students to provide open text responses for the following two questions:

**What was your most memorable course at TLU?**  
**What was your most memorable TLU experience?**

When asked what their most memorable course at TLU was, the students' answers varied widely, but there were many professors and classes that received multiple mentions. Of the 105 responses to this question, 46 specifically named professors. It is important to note that we did not ask for professor's names, just the course. Clearly our students feel very strongly about their professors.

Responses to the most memorable experience question often pertained to making new friends, Greek life, athletics, Senior Seminar, TLU Band, and conferences.

Due to the length of these responses, they will not be in the appendix, but a full list will be available upon request.

### **Conclusions and Recommendations**

Higher education research and literature agree that students' relationship with their instructors is one of the most important factors leading to college retention and persistence. (Adelman, 2006) The results of this year's survey, as in past years, show that our faculty members create strong bonds with their students. TLU's faculty is the glue that holds our students on course. The evidence for this conclusion is sprinkled throughout the report, beginning with the top five items of satisfaction and importance to the last section on memorable courses.

As in the past two senior surveys, several of the Institutional Goals for Graduates did not garner satisfactory responses. Specifically, the use of basic math skills, understanding of the Christian faith and commitment to active community service continue to decline in positive responses. With the current general education curriculum revision, we have an enormous opportunity create a complete outcomes based learning experience that properly reflects TLU's goals and mission.

With these two main conclusions in mind, we should:

- Communicate these results to the TLU community
- Use the results to aid in the revision of the general education curriculum
- Use the results in each academic department as an aid in creating high impact activities

- Encourage and support faculty as they engage with our students
- Engage in meaningful dialogue to determine how we can intentionally improve student attainment of the IGGS or choose to implement measurable learning outcomes

## References

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## Appendix

### Majors

	May 2010 Survey Respondents	May 2009 Survey Respondents	May 2008 Survey Respondents
Business Admin	20%	31%	26%
Biology	13%	11%	13%
Kinesiology	10%	10%	10%
Multidisciplinary Studies	10%	7%	5%
Psychology	13%	7%	10%
Theology	5%	5%	2%
Communications	2%	4%	4%
Physics	2%	4%	3%
History	2%	3%	5%
Political Science	2%	3%	3%
Sociology	2%	3%	1%
English	2%	2%	3%
Visual Media	2%	1%	1%
Athletic Training	3%	1%	2%
Chemistry	2%	1%	5%
Computer Science	1%	1%	1%
Dramatic Media	2%	1%	3%
Economics	0%	1%	0%
Math	6%	1%	1%
Music	2%	1%	3%
Applied Science	0%	0%	0%

### Distribution of Majors Among Degree Types

Major	BA	BBA	BM	BS	BA/BS	BS/BBA	BS/BS	Grand Total
ATHL				4%				4%
BIOL	3%			9%	1%		1%	13%
BUSI		14%				6%		20%
CHEM	1%			3%				3%
COMM	4%							4%
CSCI	1%							1%
DRAM	1%							1%
EDEL	1%							1%
EDMA	1%							1%
EDSS				1%				1%
ENGL	3%							3%
HIST	2%							2%
KINS	3%			10%				13%
MATH	3%			1%	1%			6%
MDST	1%			1%				3%
MUED			2%					2%
MUSI	2%							2%
PHYS	1%							1%
POLS	2%							2%
PSYC	6%			4%			1%	10%
SOCI	2%							2%
THEO	4%							4%
VART	2%							2%
VPER			1%					1%
Grand Totals	41%	14%	3%	33%	2%	6%	1%	100%

**All Satisfaction Responses**

<b>Services</b>		<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Not at all Satisfied</b>	<b>No Response</b>
Diversity of courses in your major	<b>Count</b>	36	71	13	6	1	0
	<b>Percent</b>	28%	56%	10%	5%	1%	0%
Availability of courses in your major	<b>Count</b>	41	59	14	12	1	0
	<b>Percent</b>	32%	46%	11%	9%	1%	0%
Cultural events on campus	<b>Count</b>	16	54	49	3	0	5
	<b>Percent</b>	13%	43%	39%	2%	0%	4%
Laboratory facilities	<b>Count</b>	16	55	47	7	1	1
	<b>Percent</b>	13%	43%	37%	6%	1%	1%
Computer facilities	<b>Count</b>	17	62	17	21	5	5
	<b>Percent</b>	13%	49%	13%	17%	4%	4%
Computer services	<b>Count</b>	20	53	30	17	3	4
	<b>Percent</b>	16%	42%	24%	13%	2%	3%
Academic support services	<b>Count</b>	33	60	30	2	0	2
	<b>Percent</b>	26%	47%	24%	2%	0%	2%
Academic advising	<b>Count</b>	54	49	14	7	1	2
	<b>Percent</b>	43%	39%	11%	6%	1%	2%
Career development services	<b>Count</b>	22	45	49	7	2	2
	<b>Percent</b>	17%	35%	39%	6%	2%	2%
Student housing services	<b>Count</b>	7	42	43	22	11	2
	<b>Percent</b>	6%	33%	34%	17%	9%	2%
Financial aid office	<b>Count</b>	45	49	27	4	0	2
	<b>Percent</b>	35%	39%	21%	3%	0%	2%
Student health services	<b>Count</b>	16	36	52	13	6	4
	<b>Percent</b>	13%	28%	41%	10%	5%	3%
Counseling services	<b>Count</b>	20	32	71	1	0	3
	<b>Percent</b>	16%	25%	56%	1%	0%	2%
Business office services	<b>Count</b>	41	63	15	5	0	3
	<b>Percent</b>	32%	50%	12%	4%	0%	2%
Registration services	<b>Count</b>	44	60	16	5	0	2
	<b>Percent</b>	35%	47%	13%	4%	0%	2%
Admissions services	<b>Count</b>	40	68	15	1	2	1
	<b>Percent</b>	31%	54%	12%	1%	2%	1%
Hein Dining food quality	<b>Count</b>	5	45	42	26	8	1
	<b>Percent</b>	4%	35%	33%	20%	6%	1%
Lucky's Snack Bar food quality	<b>Count</b>	10	72	25	15	4	1
	<b>Percent</b>	8%	57%	20%	12%	3%	1%
Bookstore	<b>Count</b>	33	64	20	8	1	1
	<b>Percent</b>	26%	50%	16%	6%	1%	1%

**All Satisfaction Responses (continued)**

<b>Services</b>		<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Not at all Satisfied</b>	<b>No Response</b>
Class size	<b>Count</b>	82	37	6	0	0	2
	<b>Percent</b>	65%	29%	5%	0%	0%	2%
Quality of faculty	<b>Count</b>	55	60	9	0	1	2
	<b>Percent</b>	43%	47%	7%	0%	1%	2%
Quality of education	<b>Count</b>	70	50	5	1	0	1
	<b>Percent</b>	55%	39%	4%	1%	0%	1%
First Year Experience	<b>Count</b>	31	56	27	6	6	1
	<b>Percent</b>	24%	44%	21%	5%	5%	1%
Opportunity to do research	<b>Count</b>	35	50	33	7	0	2
	<b>Percent</b>	28%	39%	26%	6%	0%	2%
Capstone learning experience	<b>Count</b>	33	46	29	15	1	1
	<b>Percent</b>	26%	36%	23%	12%	1%	1%
Study abroad opportunities	<b>Count</b>	33	30	60	2	1	1
	<b>Percent</b>	26%	24%	47%	2%	1%	1%
Campus Social events	<b>Count</b>	12	49	51	11	2	2
	<b>Percent</b>	9%	39%	40%	9%	2%	2%
Opportunities for internships	<b>Count</b>	27	30	39	24	5	2
	<b>Percent</b>	21%	24%	31%	19%	4%	2%
Opportunities for service learning	<b>Count</b>	15	45	63	1	1	2
	<b>Percent</b>	12%	35%	50%	1%	1%	2%
Opportunities for community service	<b>Count</b>	29	45	46	4	0	3
	<b>Percent</b>	23%	35%	36%	3%	0%	2%
Opportunities to work with faculty	<b>Count</b>	40	43	31	11	0	2
	<b>Percent</b>	31%	34%	24%	9%	0%	2%
Opportunities to work with other students	<b>Count</b>	44	63	16	0	2	2
	<b>Percent</b>	35%	50%	13%	0%	2%	2%

### All Importance Responses

Services		Very Important	Important	Neutral	Unimportant	Not at all Important	No Response
Diversity of courses in your major	Count	66	48	10	0	3	0
	Percent	52%	38%	8%	0%	2%	0%
Availability of courses in your major	Count	66	53	7	0	1	0
	Percent	52%	42%	6%	0%	1%	0%
Cultural events on campus	Count	14	43	55	6	5	4
	Percent	11%	34%	43%	5%	4%	3%
Laboratory facilities	Count	38	36	42	7	2	2
	Percent	30%	28%	33%	6%	2%	2%
Computer facilities	Count	79	32	10	1	0	5
	Percent	62%	25%	8%	1%	0%	4%
Computer services	Count	57	45	21	0	0	4
	Percent	45%	35%	17%	0%	0%	3%
Academic support services	Count	54	42	26	2	0	3
	Percent	43%	33%	20%	2%	0%	2%
Academic advising	Count	87	32	7	0	0	1
	Percent	69%	25%	6%	0%	0%	1%
Career development services	Count	45	44	36	0	0	2
	Percent	35%	35%	28%	0%	0%	2%
Student housing services	Count	39	47	35	1	3	2
	Percent	31%	37%	28%	1%	2%	2%
Financial aid office	Count	64	36	23	2	0	2
	Percent	50%	28%	18%	2%	0%	2%
Student health services	Count	37	45	39	0	2	4
	Percent	29%	35%	31%	0%	2%	3%
Counseling services	Count	30	28	63	3	0	3
	Percent	24%	22%	50%	2%	0%	2%
Business office services	Count	45	55	23	2	0	2
	Percent	35%	43%	18%	2%	0%	2%
Registration services	Count	56	52	15	2	0	2
	Percent	44%	41%	12%	2%	0%	2%
Admissions services	Count	40	65	21	0	0	1
	Percent	31%	51%	17%	0%	0%	1%
Hein Dining food quality	Count	40	53	27	3	3	1
	Percent	31%	42%	21%	2%	2%	1%
Lucky's Snack Bar food quality	Count	37	63	22	4	0	1
	Percent	29%	50%	17%	3%	0%	1%
Bookstore	Count	39	57	28	2	0	1
	Percent	31%	45%	22%	2%	0%	1%

**All Importance Responses (continued)**

<b>Services</b>		<b>Very Important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Not at all Important</b>	<b>No Response</b>
Class size	<b>Count</b>	83	31	9	2	0	2
	<b>Percent</b>	65%	24%	7%	2%	0%	2%
Quality of faculty	<b>Count</b>	110	12	3	0	0	2
	<b>Percent</b>	87%	9%	2%	0%	0%	2%
Quality of education	<b>Count</b>	115	7	4	0	0	1
	<b>Percent</b>	91%	6%	3%	0%	0%	1%
First Year Experience	<b>Count</b>	70	31	20	4	1	1
	<b>Percent</b>	55%	24%	16%	3%	1%	1%
Opportunity to do research	<b>Count</b>	46	49	27	3	0	2
	<b>Percent</b>	36%	39%	21%	2%	0%	2%
Capstone learning experience	<b>Count</b>	48	45	30	1	1	2
	<b>Percent</b>	38%	35%	24%	1%	1%	2%
Study abroad opportunities	<b>Count</b>	28	20	68	7	3	1
	<b>Percent</b>	22%	16%	54%	6%	2%	1%
Campus Social events	<b>Count</b>	19	44	49	10	3	2
	<b>Percent</b>	15%	35%	39%	8%	2%	2%
Opportunities for internships	<b>Count</b>	52	40	31	2	0	2
	<b>Percent</b>	41%	31%	24%	2%	0%	2%
Opportunities for service learning	<b>Count</b>	20	39	62	3	0	3
	<b>Percent</b>	16%	31%	49%	2%	0%	2%
Opportunities for community service	<b>Count</b>	27	43	50	2	2	3
	<b>Percent</b>	21%	34%	39%	2%	2%	2%
Opportunities to work with faculty	<b>Count</b>	33	62	30	0	0	2
	<b>Percent</b>	26%	49%	24%	0%	0%	2%
Opportunities to work with other students	<b>Count</b>	39	59	22	3	2	2
	<b>Percent</b>	31%	46%	17%	2%	2%	2%

## NSSE Positive Responses by Groups of Majors

The following tables show the percentage of students within the group of majors that responded with positive answers.

### Frequency Asked Questions in Class or Contributed to Class Discussions

Major 1	Often-Very Often	
	Count	%
Comm,Dram,Engl,Hist,Span,Mus,Theo,Vart,Vper	20	87%
Kines,Edu,Mued,Athl	24	86%
Math,Bio,Chem,Phys,CS	22	76%
Busi	18	72%
Econ,Pols,Psych,Soc	15	68%
<b>Total Counts</b>	<b>99</b>	

### Frequency Made a Class Presentation

Major 1	Often-Very Often	
	Count	%
Kines,Edu,Mued,Athl	28	100%
Comm,Dram,Engl,Hist,Span,Mus,Theo,Vart,Vper	23	100%
Busi	23	92%
Econ,Pols,Psych,Soc	20	91%
Math,Bio,Chem,Phys,CS	24	83%
<b>Total Counts</b>	<b>118</b>	

### Number of Written Papers During Current School Year between 5 & 19 Pages

Major 1	11-20+	
	Count	%
Busi	6	24%
Comm,Dram,Engl,Hist,Span,Mus,Theo,Vart,Vper	5	22%
Kines,Edu,Mued,Athl	4	14%
Math,Bio,Chem,Phys,CS	3	10%
Econ,Pols,Psych,Soc	2	10%
<b>Total Counts</b>	<b>20</b>	

### Performed an Internship While at TLU

Major 1	Yes Count	%
Busi	15	60%
Kines,Edu,Mued,Athl	15	54%
Econ,Pols,Psych,Soc	11	50%
Math,Bio,Chem,Phys,CS	12	41%
Comm,Dram,Engl,Hist,Span,Mus,Theo,Vart,Vper	8	35%
<b>Total Counts</b>	<b>61</b>	

### Performed Community Service While at TLU

Major 1	Yes Count	%
Econ,Pols,Psych,Soc	20	91%
Kines,Edu,Mued,Athl	24	86%
Math,Bio,Chem,Phys,CS	21	72%
Comm,Dram,Engl,Hist,Span,Mus,Theo,Vart,Vper	16	70%
Busi	16	64%
<b>Total Counts</b>	<b>97</b>	

### Participated in Learning Communities While at TLU

Major 1	Yes Count	%
Kines,Edu,Mued,Athl	13	46%
Econ,Pols,Psych,Soc	10	45%
Math,Bio,Chem,Phys,CS	12	41%
Comm,Dram,Engl,Hist,Span,Mus,Theo,Vart,Vper	7	30%
Busi	3	12%
<b>Total Counts</b>	<b>45</b>	



The following tables contain all responses by groups of majors to the NSSE items.

**Frequency Asked Questions in Class or Contributed to Class Discussions**

Major 1	Very Often		Often		Sometimes		Never		No Response		Totals	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Busi	9	36%	9	36%	7	28%	0	0%	0	0%	25	100%
Math,Bio,Chem,Phys,CS	13	45%	9	31%	6	21%	0	0%	1	3%	29	100%
Kines,Edu, Mued,Athl	14	50%	10	36%	4	14%	0	0%	0	0%	28	100%
Comm,Dram, Engl,Hist,Span, Mus,Theo,Vart,Vper	13	57%	7	30%	3	13%	0	0%	0	0	23	100%
Econ,Pols,Psych,Soc	8	36%	7	32%	7	32%	0	0%	0	0%	22	100%
<b>Total Counts</b>	<b>57</b>		<b>42</b>		<b>27</b>		<b>0</b>		<b>1</b>		<b>127</b>	

**Frequency Made a Class Presentation**

Major 1	Very Often		Often		Sometimes		Never		No Response		Totals	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Busi	16	64%	7	28%	2	8%	0	0%	0	0%	25	100%
Math,Bio,Chem,Phys,CS	9	31%	15	52%	4	14%	0	0%	1	3%	29	100%
Kines,Edu, Mued,Athl	14	50%	14	50%	0	0%	0	0%	0	0%	28	100%
Comm,Dram, Engl,Hist,Span, Mus,Theo,Vart,Vper	10	43%	13	57%	0	0%	0	0%	0	0	23	100%
Econ,Pols,Psych,Soc	14	64%	6	27%	2	9%	0	0%	0	0%	22	100%
<b>Total Counts</b>	<b>63</b>		<b>55</b>		<b>8</b>		<b>0</b>		<b>1</b>		<b>127</b>	

### Number of Written Papers During Current School Year between 5 & 19 Pages

Major 1	More than 20 Count %	11 - 20 Count %	5 - 10 Count %	1 - 4 Count %	None Count %	No Response Count %	Totals Count %
Busi	2 8%	4 16%	13 52%	6 24%	0 0%	0 0%	25 100%
Math,Bio,Chem,Phys,CS	1 3%	2 7%	10 34%	14 48%	1 3%	1 3%	29 100%
Kines,Edu,Mued,Athl	0 0%	4 14%	10 36%	14 50%	0 0%	0 0%	28 100%
Comm,Dram,Engl,Hist,Span,Mus,Theo,Vart,Vper	0 0%	5 22%	8 35%	10 43%	0 0%	0 0%	23 100%
Econ,Pols,Psych,Soc	1 5%	1 5%	10 45%	10 45%	0 0%	0 0%	22 100%
Total Counts	4	16	51	54	1		127

### Performed an Internship While at TLU

Major 1	Yes Count %	No Count %	No Response Count %	Totals Count %
Busi	15 60%	10 40%	0 0%	25 100%
Math,Bio,Chem,Phys,CS	12 41%	17 59%	0 0%	29 100%
Kines,Edu, Mued,Athl	15 54%	13 46%	0 0%	28 100%
Comm,Dram,Engl,Hist,Span,Mus,Theo,Vart, Vper	8 35%	15 65%	0 0%	23 100%
Econ,Pols,Psych,Soc	11 50%	11 50%	0 0%	22 100%
Total Counts	61	66		127

### Performed Community Service While at TLU

Major 1	Yes		No		No Response		Totals	
	Count	%	Count	%	Count	%	Count	%
Busi	16	64%	9	36%	0	0%	25	100%
Math,Bio,Chem,Phys,CS	21	72%	8	28%	0	0%	29	100%
Kines,Edu, Mued,Athl	24	86%	4	14%	0	0%	28	100%
Comm,Dram, Engl,Hist,Span, Mus,Theo,Vart, Vper	16	70%	7	30%	0	0%	23	100%
Econ,Polis,Psych,Soc	20	91%	2	9%	0	0%	22	100%
<b>Total Counts</b>	<b>97</b>		<b>30</b>				<b>127</b>	

### Participated in Learning Communities While at TLU

Major 1	Yes		No		No Response		Totals	
	Count	%	Count	%	Count	%	Count	%
Busi	3	12%	22	88%	0	0%	25	100%
Math,Bio,Chem,Phys,CS	12	41%	17	59%	0	0%	29	100%
Kines,Edu, Mued,Athl	13	46%	15	54%	0	0%	28	100%
Comm,Dram, Engl,Hist,Span, Mus,Theo,Vart, Vper	7	30%	16	70%	0	0%	23	100%
Econ,Polis,Psych,Soc	10	45%	12	55%	0	0%	22	100%
<b>Total Counts</b>	<b>45</b>		<b>82</b>				<b>127</b>	

## Institutional Goals for Graduates

IGGs		Very Strongly	Strongly	Adequately	Poorly	Very Poorly	No Response
Breadth of knowledge	Count	38	56	28	1	0	4
	Percent	30%	44%	22%	1%	0%	3%
Depth of knowledge	Count	50	55	17	1	0	1
	Percent	39%	43%	13%	1%	0%	1%
Understanding of the Christian faith	Count	22	37	53	6	5	4
	Percent	17%	29%	42%	5%	4%	3%
Awareness and respect for diverse religions, etc.	Count	36	42	35	8	1	5
	Percent	28%	33%	28%	6%	1%	4%
Write clearly & coherently, read with comprehension	Count	52	56	16	0	0	4
	Percent	41%	44%	13%	0%	0%	3%
Use basic math skills	Count	34	41	40	7	1	4
	Percent	27%	32%	31%	6%	1%	3%
Problem solving	Count	51	52	19	1	0	4
	Percent	40%	41%	15%	1%	0%	3%
Think critically	Count	53	55	15	0	0	4
	Percent	42%	43%	12%	0%	0%	3%
Commitment to active community service	Count	17	32	57	1	3	4
	Percent	13%	25%	45%	1%	2%	3%
Integrated ethical perspective and sense of moral purpose	Count	26	54	37	5	0	5
	Percent	20%	43%	29%	4%	0%	4%
Physical and psychological health and well-being	Count	29	38	4	10	2	5
	Percent	23%	30%	3%	8%	2%	4%
Will to pursue continued growth	Count	38	53	27	7	0	4
	Percent	30%	42%	21%	6%	0%	3%

## Post Graduation Plans

### Employers Cited

Walgreens  
Price, Waterhouse, Coopers  
The Home Depot  
Price, Waterhouse, Coopers  
Cracker Barrel  
CTOMA and Coalition for Life  
Tan 2000  
Bealls  
HEB or SA Zoo  
teaching  
Camp Huaco Springs  
Price, Waterhouse, Coopers  
SISD  
Christus Santa Rosa New Braunfels  
Lancer Corp  
Seguin Outdoor Learning Center  
Frost Bank  
Body Shop  
New Braunfels Sports and Spine Physical therapy  
a fitness facility  
school district in San Antonio  
the campus post office 'til August.  
KXR  
a church  
High School Math Teacher  
SAISD  
U.S. Census  
a school  
Price, Waterhouse, Coopers  
New Braunfels Vet Clinic & Self employed photographer  
Guadalupe Regional Medical Center  
a high school  
Voice of America  
Schertz Family YMCA  
Southern Golf Properties  
Luther hill Ministries  
Alsace LLC  
Extreme Power Services

### Grad Schools Cited

<b>Grad Schools Applied to</b>	<b>Count</b>
University of Houston	2
Texas State University	11
TLU Post BAC	1
San Diego State University	1
University of Minnesota	1
Purdue	1
University of Texas- San Antonio	4
Texas Christian University	2
Southwestern Methodist University	1
University of North Texas	2
University of Virginia	1
Lutheran Theological Seminary at Philadelphia	1
Lutheran School of Theology at Chicago	1
University of Texas- Dallas	2
University of Texas- Arlington	3
Texas A&M University- Kingsville	1
Trinity University	2
University of Houston- Victoria	1
Texas A&M University	2
Texas Tech	1
University of Texas- Lamar	1
Baylor University	1
University of Texas	2
Brandeis University	1
Stephen F. Austin State University	1
North Carolina State University	1
University of North Carolina- Chapel Hill	1
Colorado State University	1
University of North Carolina- Charlotte	1
University of Texas Medical Branch	2
University of Texas Southwestern	1
University of Texas Health Science Center- San Antonio	1
Baylor College of Medicine	1
Texas Tech Health Science Center	1
Texas Women's University	1
Our Lady of the Lake University	1
Wartburg Seminary	1
Kean University	1
North Carolina Central University	1

<b>Grad Schools Attending</b>	<b>Count</b>
University of Houston	1
Texas State University	5
Texas Lutheran University	1
San Diego State University	1
University of Texas- San Antonio	1
Texas Christian University	1
University of Virginia	1
Lutheran Theological Seminary at Philadelphia	1
Texas A&M University- Kingsville	1
Trinity University	2
Texas A&M University	1
Baylor University	1
University of Texas Medical Branch	2
North Carolina Central University	1

### Net Promoter Score Comparison of Mean GPA within Response Categories

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum	Sig.
No Response	5	3.35760	.521734	.233327	2.491	3.825	
Very Unlikely	2	2.98900	.236174	.167000	2.822	3.156	
Unlikely	2	3.64350	.385373	.272500	3.371	3.916	
Neutral	14	3.13179	.522243	.139575	2.157	3.867	
Likely	41	3.11622	.446555	.069740	2.190	3.973	
Very Likely	63	3.30360	.481543	.060669	2.000	4.000	
Total	127	3.22669	.477570	.042377	2.000	4.000	
Between Groups							.238

### Correlation of Net Promoter Score to Selected Factors

		Recommend_TLU
Pearson Correlation	Recommend_TLU	1.000
	GPA	.046
	Cultural_Events_S	.162
	First_Gen	.113
	Qual_Faculty_S	.479
	Qual_Education_S	.509
	First_Yr_Exp_S	.331
	Campus_Social_Events_S	.381
Sig. (1-tailed)	Recommend_TLU	.
	GPA	.304
	Cultural_Events_S	.034
	First_Gen	.102
	Qual_Faculty_S	.000
	Qual_Education_S	.000
	First_Yr_Exp_S	.000
	Campus_Social_Events_S	.000

### Analysis of Variance (ANOVA) for Predicting Net Promoter Score Response

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.361	9	7.818	8.331	.000
	Residual	109.797	117	.938		
	Total	180.157	126			



### Linear Regression Coefficients for Net Promoter Score

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-1.858	.955		-1.946	.054	-3.749	.032
	Gender	.317	.186	.126	1.707	.091	-.051	.686
	Ethnicity	.194	.202	.074	.961	.339	-.206	.595
	GPA	.220	.193	.088	1.140	.257	-.162	.601
	Cultural_Events_S	-.063	.091	-.053	-.689	.492	-.244	.118
	First_Gen	.245	.186	.102	1.320	.189	-.122	.612
	Qual_Faculty_S	.357	.126	.260	2.835	.005	.108	.606
	Qual_Education_S	.461	.152	.282	3.040	.003	.161	.761
	First_Yr_Exp_S	.046	.097	.041	.473	.637	-.146	.238
	Campus_Social_Events_S	.250	.104	.198	2.406	.018	.044	.455